Analisis Kesulitan Siswa dalam Menyelesaikan Soal Cerita Matematika

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LEMBAR PENGESAHAN TESIS

SARTONO

Analisis Kesulitan Siswa dalam Menyelesaikan Soal Certa Matematika

disetujui dan disahkan oleh pembimbing

Pembimbing I

Prof. Dr. Tatang Herman, M.Ed
NIP. 196210111991011001

Pembimbing II

Dr. H. Karso, M. M.Pd
NIP. 195509091980021001

Mengetahui
Ketua Program Studi Pendidikan Dasar

Dr. paed. H. Wahyu Sopandi, M.A.
NIP. 196605251990011001

ABSTRAK

Matematika merupakan salah satu mata pelajaran wajib yang ada di setiap sekolah di Indonesia. Mata pelajaran ini merupakan salah satu mata pelajaran yang dianggap sulit oleh sebagian peserta didik. Di dalam matematika sendiri, terdapat berbagai bentuk materi dan bentuk soal yang dianggap sulit oleh peserta didik. Salah satu bentuk soal yang dianggap sulit oleh para peserta didik adalah soal cerita. Soal cerita merupakan suatu soal yang terbentuk dari rangkaian kata-kata atau kalimat yang panjang yang di dalamnya mengandung instruksi atau pertanyaan yang harus dipecahkan oleh setiap peserta didik. Soal cerita telah menjadi bagian dari kurikulum matematika untuk jangka waktu yang lama. Bentuk soal seperti ini dianggap sebagai salah satu langkah yang dapat digunakan untuk membantu para peserta didik untuk meningkatkan kemampuan matematis mereka. Meskipun dianggap sebagai bentuk soal yang paling sulit, para ahli mengatakan bahwa soal cerita dapat diselesaikan dengan menggunakan langkah pemecahan masalah Polya. Langkah pemecahan Polya merupakan empat langkah yang telah banya digunakan sebagai salah satu solusi dalam meyelesaikan masalah dan juga digunakan dalam meningkatkan kemampuan pemecahan masalah peserta didik. Penelitian ini berupaya mengungkap kesulitan peserta didik dalam menyelesaikan soal cerita matematika. Penelitian ini juga berupaya untuk mengungkap kesulitan peserta didik dalam menlaksanakan langkah pemecahan masalah Polya serta mengungkap faktor yang menyebabkan peserta didik mengalami kesulitan dalam menyelesaikan soal cerita matematika. Penelitian ini merupakan penelitian yang menggunakan desain penelitian kualitatif yang mengambil studi kasus sebagai jenis penelitian. Penelitian ini dilakukan di salah satu seklah dasar di Kota Bandung, yaitu Sekolah Dasar Negeri 195 Isola Kota Bandung. Jumlah peserta didik yang menjadi partisipan di dalam penelitian ini adalah 32 pesert didik dengan 15 peserta didik perempuan dan 17 peserta didik laki-laki. Berdasarkan hasil penelitian ditemukan bahwa peserta didik mengalami kesulitan menyelesaikan soal cerita matematika pada, mengubah bahasa soal menjadi bahasa matematika, memahami konsep matematika, dan merepresentasikan soal ke representasi matematika. Peserta didik juga mengalami kesulitan dalam melaksanakan langkah pemecahan masalah, yaitu pada langkah pertama, langkah kedua, dan langkah keempat. Adapun faktor yang menyebabkan peserta didik mengalami kesulitan dalam menyelesaikan soal cerita, yaitu peserta didik kebingungan dalam mendapatkan informasi dari soal cerita, pemahaman konsep peserta didik yang kurang, peserta didik tidak terbiasa dengan langkah pemecahan masalah, dan peserta didik tidak mendapatkan pembelajaran yang menggunkan model atau metode yang tepat.

Kata Kunci: Pendidikan, Sekolah Dasar, Matematika, Kualitatif, Soal Cerita, Langkah Pemecahan Masalah.

ABSTRAK

Mathematics was one of the compulsory subjects in every school in Indonesia. This subject was one of the subjects that were considered difficult by some students. In mathematics itself, there were various forms of material and form of questions that were considered difficult by students. One form of question that was considered difficult by students was word problems. The word problems were a question formed from a series of words or long sentences which contained instructions or questions that must be solved by each student. Word problems have been part of the mathematics curriculum for a long time. The form of questions like this was considered as one of the steps that can be used to help students improve their mathematical abilities. Although it was considered the most difficult form of questioning, experts said that word problems can be solved using Polya's problem-solving steps. Polya's solving steps were four steps that have been widely used as a solution in solving problems and were also used in improving students' problem-solving abilities. This study sought to uncover the difficulties of students in solving mathematical word problems. This study also sought to reveal the difficulties of students in implementing Polya's problem-solving steps and to reveal the factors that caused students to experience difficulty in solving math word problems. This research was a research that used a qualitative research design that took case study as the type of research. This research was conducted in one of the elementary schools in Bandung, i.e. Elementary School 195 Isola, Bandung City. The number of students who participated in this study was 32 students with 15 female students and 17 male students. Based on the results of the study, it was found that students had difficulty solving word problems, namely changing the language of the questions to the language of mathematics, understanding mathematical concepts, and representing questions to mathematical representations. Students also experienced difficulties in implementing the problem-solving steps, namely in the first step, second step, and fourth step. The factors that caused students had difficulty to solve word problems, namely students were confused in getting information from story questions, students lacked understanding of concepts, students were not familiar with problem-solving steps, and students did not get learning using models or the right method.

Keyword: Education, Elementary Education, Mathematics, Qualitative, Word Problem, Problem Solving Steps

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